IDEAL Technical Assistance

Center for **Deaf**
and **Hard** of **Hearing**
Education

Ensuring Auditory Accessibility

Professional

- Ensure any hearing technology typically used by the child is worn by the child and in good working order prior to the initiation of the testing.
- Only use modifications as documented in the testing manual, recording any modifications as part of report.
- Pause after presenting a picture to allow the child to look at the picture then look up to gain lip reading cues.
- If child says, "What?" cue the child with, "What did you hear?"
- Note if the child heard the stimulus wrong, such as picking instead of kicking.
- Consider using some of the stimulus items to test limits.

Environment

- Reduce or minimize distractions
- Be aware of auditory factors in the area that will affect testing (echo, noise in hallway, HVAC, computer noise, etc.).
- To ensure optimal visual access:
  - Good overhead lighting
  - No extraneous lighting in the child's eyes
  - Present information at eye level of the child
- Sit close enough for the child to hear.

Collaboration is the Key

- Help with device troubleshooting
- Help determine functional listening skills
- Provide insight about the impact of auditory skills on language scores

Audiologist

- Understands language development and language disorders
- Proficient with norm-referenced standardized language test
- Able to apply findings to intervention plan for goal development

Speech-Language Pathologist

Other **Important** Team Members

Early Intervention Providers

Parents

Physical Therapist

Teachers

Occupational Therapist

School Psychologist

American Sign Language Specialist